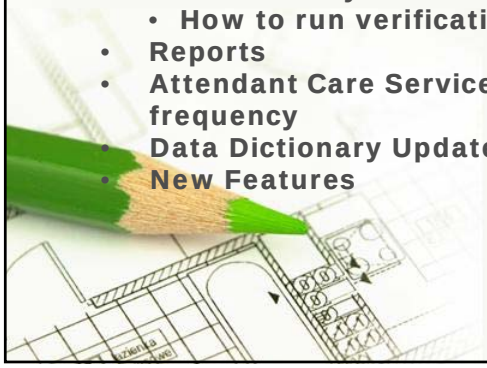
MIS Workshops

FY2014

Agenda

- Reporting Parochial School Students in KIDS
- Data Entry Tips
  - Annual service
  - Gaps
  - Full sessions
  - Total days
  - Directory – K time
  - How to run verifications
- Reports
- Attendant Care Services with different frequency
- Data Dictionary Updates
- New Features



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Agenda

• Participation in the Presentation.

- The presentation will have a number of question and answer sides.
- The handouts do not have all the answers
- To help remember the answers, please write your answers in your handouts

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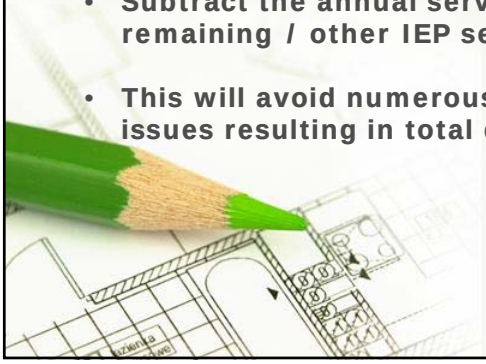
Data Entry Tips

Reporting Annual Service one time a year service

- Pick a day – any day, first day, last day of school as service line start and end date.
- Report this day separately from all other service lines. (no overlapping services)
- Subtract the annual service minutes from the remaining / other IEP services.
- This will avoid numerous verifications and calendar issues resulting in total days of 999.



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Data Entry Tips

Reporting Full Time services with varying frequencies

- **See handout**

- **Monthly service**
- **Select 1 day the monthly service occurs. Report that day separately from the others in terms of frequency. A combination of once per month and 3 of 4 weeks is used to account for all 4 week of the month.**

- **Every other week and other frequency combinations apply the same technique.**

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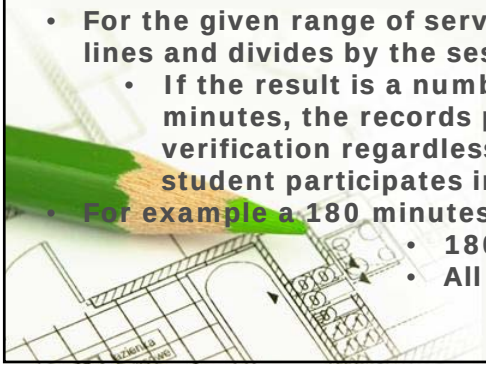
Data Entry Tips

How does the system test to see if it is a full session?

- **The application looks at session / class minutes when the settings are special education programs only**

- **It looks at the services that cover / in effect on December 1 of the current school year.**

- **For the given range of services, it adds all direct service lines and divides by the session minutes.**
  - **If the result is a number divisible by session minutes, the records passes the test and no verification regardless how many days a week the student participates in the program.**
- **For example a 180 minutes preschool session: Total Time**
  - **180, 360, 540, 720, 900**
  - **All pass the test**



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Data Entry Tips

How does the system test to see if it is a full session?

180 minute session: (60 x 135) + (40 x 135) + (80 x 135) = 24,300 total minutes / 180 = 135

IEP Service Lines

Actions	ID	Start	End	Frequency	Settings
(Choose)	27151	8/15/2013	3/14/2014	60 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 135 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem R - Integrated Special Education Setting (age 3, 4, 5) OT - Occupational Therapy ###-##-1414 - Dinosaur, Barney
(Choose)	27152	8/15/2013	3/14/2014	40 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 135 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem G - Special Ed Direct Services in a Special Ed Classroom SE - Special Education Services ###-##-1414 - Dinosaur, Barney
(Choose)	25304	8/15/2013	3/14/2014	80 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 135 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem R - Integrated Special Education Setting (age 3, 4, 5) SE - Special Education Services ###-##-1414 - Dinosaur, Barney

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Data Entry Tips

What can cause the verification to trigger?

Total days are not equal with same days per week and frequency

Why?

Service end dates are not equal, time is 60 minutes short 4 da

IEP Service Lines

Actions	ID	Start	End	Frequency	Settings
(Choose)	27151	8/15/2013	3/10/2014	60 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 131 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem R - Integrated Special Education Setting (age 3, 4, 5) OT - Occupational Therapy ###-##-1414 - Dinosaur, Barney
(Choose)	25304	8/15/2013	3/14/2014	80 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 135 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem R - Integrated Special Education Setting (age 3, 4, 5) SE - Special Education Services ###-##-1414 - Dinosaur, Barney
(Choose)	27152	8/15/2013	3/14/2014	40 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 135 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem G - Special Ed Direct Services in a Special Ed Classroom SE - Special Education Services ###-##-1414 - Dinosaur, Barney

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Data Entry Tips

What can cause the verification to trigger?

Total days do not add up. 67 + 45 = 112, not 113

Fix: Change 113 to 112

IEP Service Lines

Actions	ID	Start	End	Frequency	Settings
(Choose)	27151	8/15/2013	2/11/2014	60 minutes / day 3 day(s) / week Every 1 weeks 1 week(s) 67 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem R - Integrated Special Education Setting (age 3, 4, 5) OT - Occupational Therapy ###-##-1414 - Dinosaur, Barney
(Choose)	27153	8/15/2013	2/11/2014	60 minutes / day 2 day(s) / week Every 1 weeks 1 week(s) 45 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem R - Integrated Special Education Setting (age 3, 4, 5) OT - Occupational Therapy ###-##-1414 - Dinosaur, Barney
(Choose)	25304	8/15/2013	2/11/2014	80 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 113 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem R - Integrated Special Education Setting (age 3, 4, 5) SE - Special Education Services ###-##-1414 - Dinosaur, Barney
(Choose)	27152	8/15/2013	2/11/2014	40 minutes / day 5 day(s) / week Every 1 weeks 1 week(s) 113 total day(s)	Z0031 - Wichita Catholic Diocese 1856 - All Saints Catholic Elem G - Special Ed Direct Services in a Special Ed Classroom SE - Special Education Services ###-##-1414 - Dinosaur, Barney

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Data Entry Tips

How to Change 113 to 112

Switch frequency mode to total days only

Enter in new number of days

Save fix

Anticipated Services

Service Organization: Z0031 - Wichita Catholic Diocese

Service Building: 1856 - All Saints Catholic Elem

Primary Building: Yes

Setting: R - Integrated Special Education Setting (age 3, 4, 5)

Service: SE - Special Education Services

Provider: Find Remove ###-##-1414 - Dinosaur, Barney

Primary Provider: No

Svc. Start Date: 08/15/2013

Svc. End Date: 02/11/2014

Minutes / Day: 80

Enter Total Days

Total Days: 112

Allow gap in service

Building Info | Save and Back | Save | Cancel

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Data Entry Tips

Gaps in service – Verification 0146

- **When a student exits and returns**
- **Mark Gap Allowed = Yes on service line end dates starting the gap and service lines ending the gap to avoid numerous verifications.**

IEPs

Actions	ID	IEP Date	Allow Gaps	# SLs	# Contracts
(Choose)	1003243	4/4/2012	False	2	0
(Choose)	1003242	4/17/2013	False	2	0

- **Once this task is done the IEP list display Allow Gap = True**

IEPs

Actions	ID	IEP Date	Allow Gaps	# SLs	# Contracts
(Choose)	1089040	9/7/2011	True	4	0
(Choose)	1089039	1/28/2013	True	11	0

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Data Entry Tips
Importing Issues

- Duplicate records can be created if the new imports have a different responsible building.
  - How to prevent duplicate records
    - Change the responsible building to the new building in the existing record prior to import.
      - Match is made, New record replaces original record
    - Delete the original student profile for the school year prior to import. New record becomes the only record.

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Importing Clarification

- Each record has an internal ID number (X211P82)
- Records may be imported to:
  - fix verifications
  - Update IEP services, etc.
- The act of importing removes the original record and replaces with the new.
  - The original record counted on December 1. Table 1 = Yes
    - » New imports of the same student does not say Table 1 = Yes
    - » Why?
    - » Because the record that counted (X211P82) was deleted upon import. The student (by name) is listed on the 12-1 report by the prior record.

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Exit Data

Moved known to be continuing, Status "T"

To qualify as "T", student has to be continuing in a regular education or special education program in the same school year in another Kansas organization. Federal Requirement

Is request for records alone sufficient?

Does enrollment alone count?

Why?

A request does not mean the student is continuing in all cases.
A student can enroll and never show up.
Kan-Service associated with KIDS collection which tells the system subsequent days of membership and attendance.

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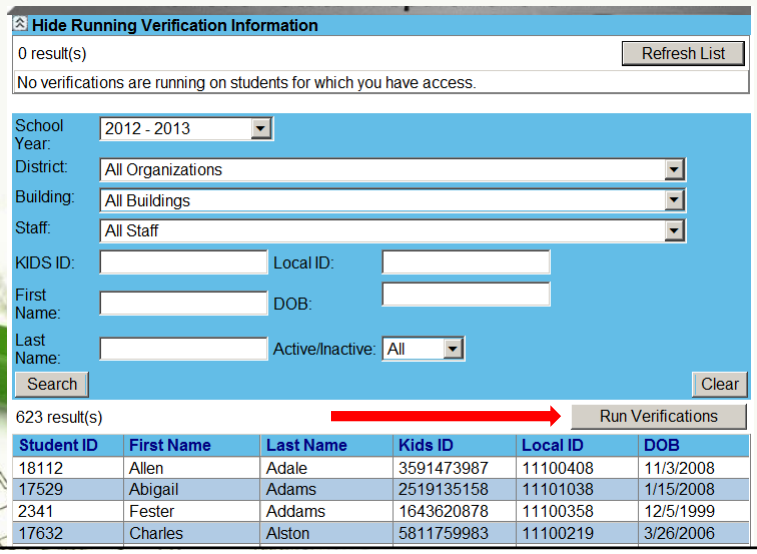
How to Run Verifications

First double clicking on the Run Verification does what?
Checking to see if any records are in verification queue.



Student ID	First Name	Last Name	Kids ID	Local ID	DOB
18112	Allen	Adale	3591473987	11100408	11/3/2008
17529	Abigail	Adams	2519135158	11101038	1/15/2008
2341	Fester	Addams	1643620878	11100358	12/5/1999
17632	Charles	Alston	5811759983	11100219	3/26/2006

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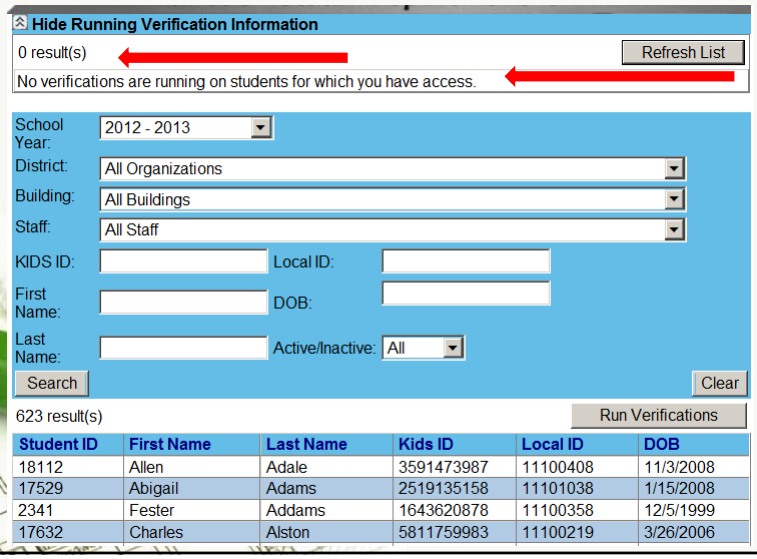
How to Run Verifications

What does this message mean?
Currently there are no students in the verification queue



Student ID	First Name	Last Name	Kids ID	Local ID	DOB
18112	Allen	Adale	3591473987	11100408	11/3/2008
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17632	Charles	Alston	5811759983	11100219	3/26/2006

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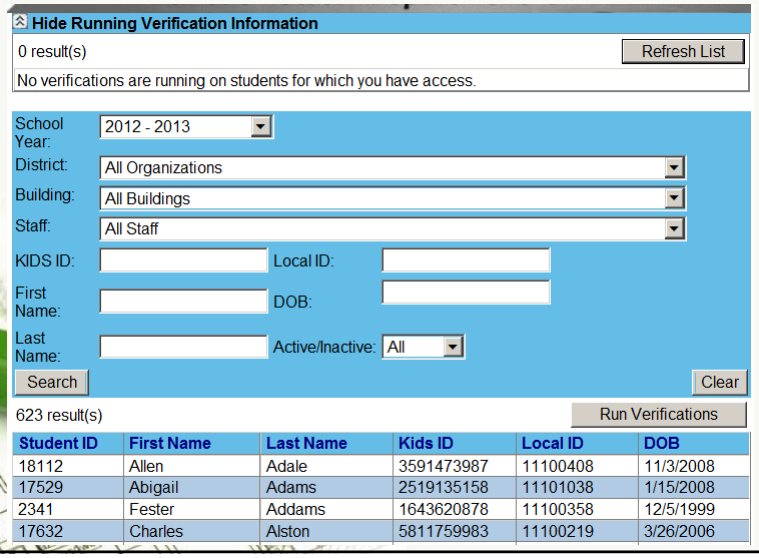
How to Run Verifications

How do I get students into the Queue?

Search for the students you want verify


Hide Running Verification Information
0 result(s)
Refresh List
No verifications are running on students for which you have access.
School Year: 2012 - 2013
District: All Organizations
Building: All Buildings
Staff: All Staff
KIDS ID:
Local ID:
First Name:
DOB:
Last Name:
Active/Inactive: All
Search
Clear
623 result(s)
Run Verifications
Student ID | First Name | Last Name | Kids ID | Local ID | DOB
18112 | Allen | Adale | 3591473987 | 11100408 | 11/3/2008
17529 | Abigail | Adams | 2519135158 | 11101038 | 1/15/2008
2341 | Fester | Addams | 1643620878 | 11100358 | 12/5/1999
17632 | Charles | Alston | 5811759983 | 11100219 | 3/26/2006

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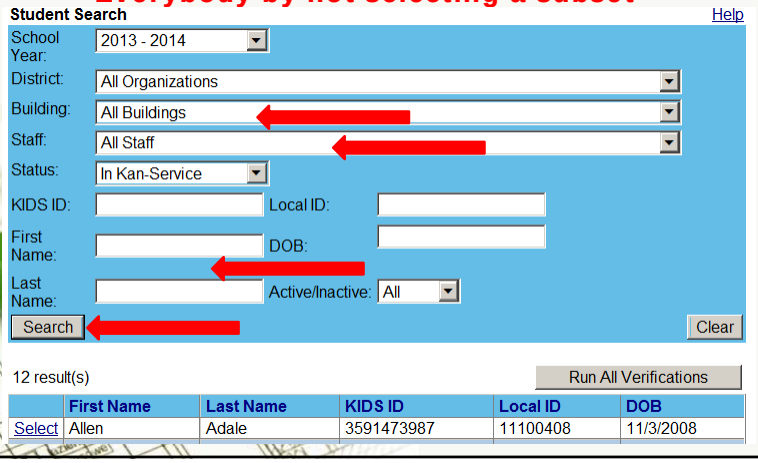
How to Run Verifications

Is there only 1 way to verify records?

No, you can choose subsets, by

- **Building search**
- **Provider search**
- **Name search**
- **Everybody by not selecting a subset**



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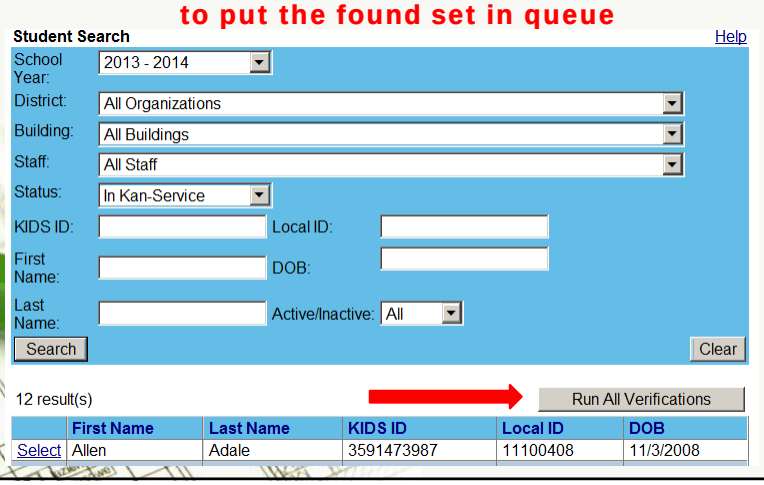
How to Run Verifications

What is the next step?

When the desired group of students appear on screen
click the Run All Verification button once
to start the process
click the Run All Verification button again
to put the found set in queue



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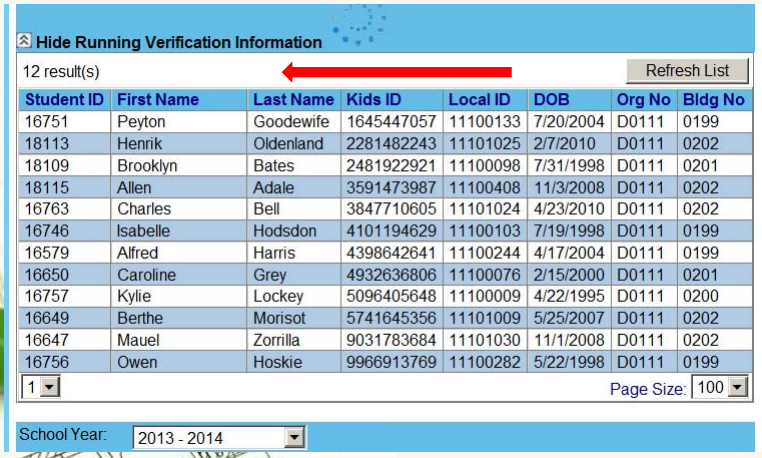
How to Run Verifications

How do I know if students got into queue or not?

The number of students in queue is displayed on the left.



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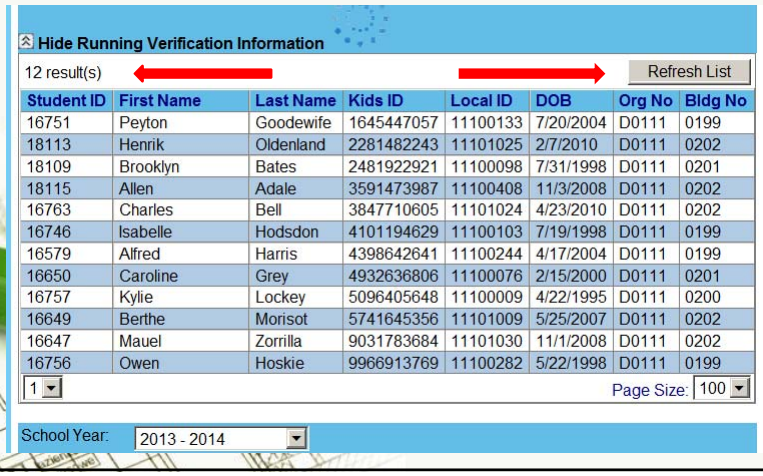
How to Run Verifications

How do I know if students are going in or coming out?

By using the refresh button

An increasing number of students means more students are going in

A decreasing number means more students are going in



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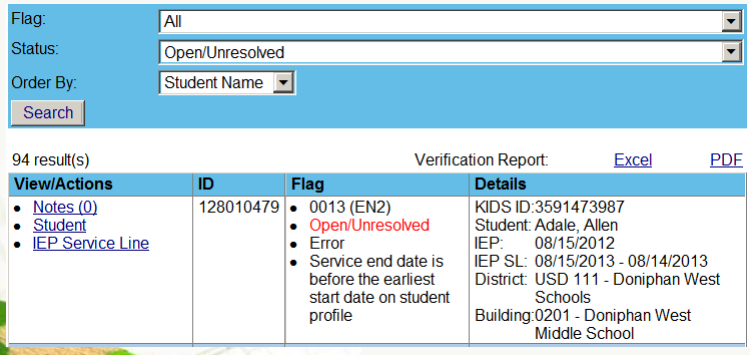
How to Run Verifications

I fixed Allen and put him in queue 20 minutes ago, why is the verification still on the verification list?

Because he is still in the queue, once he comes out, then it clears from the verification list.



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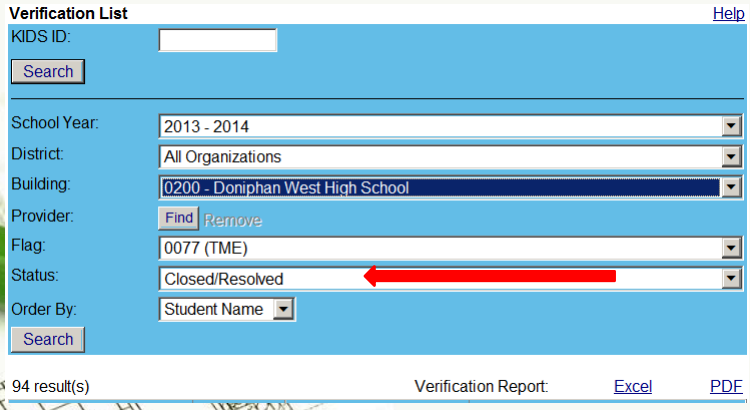
How to Run Verifications

Why do old and cleared verifications come back?

1. **You imported the same student in again, erased the cleared record and replaced it with a new one with the same issue.**
2. **You are looking at either All school year verifications or only those that have been resolved**



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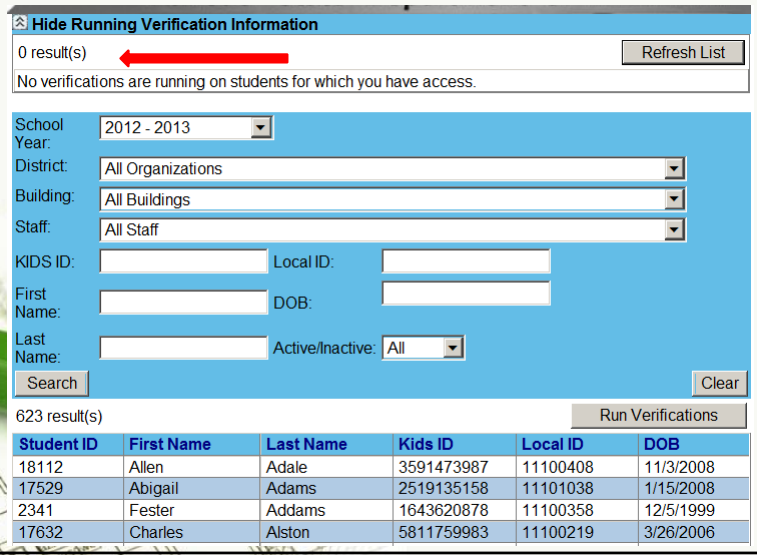
How to Run Verifications

How do I know when the process is done?

When results shows zero



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How to Run Verifications

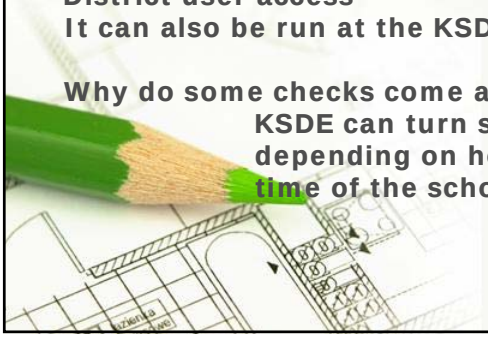
Other issues:

Does the process ever run automatically?
Yes, It runs automatically upon import on the batch import

Can others run my checks?

Yes, by anybody in your agency at the Director level or District user access
It can also be run at the KSDE level by the data manager.

Why do some checks come and go?
KSDE can turn specific verification on or off depending on how they are working or the t time of the school year.



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Verification Clarification

- Verifications apply to a school year
- December 1 and June verifications are combined
- Recommendation
  - Only re-enter a student record if the data has changed.
    - Why?
  - New imports remove resolved verifications and result in the same error to be corrected again
    - Track exports and imports in local IEP programs to avoid re-importing a record with no data changes.

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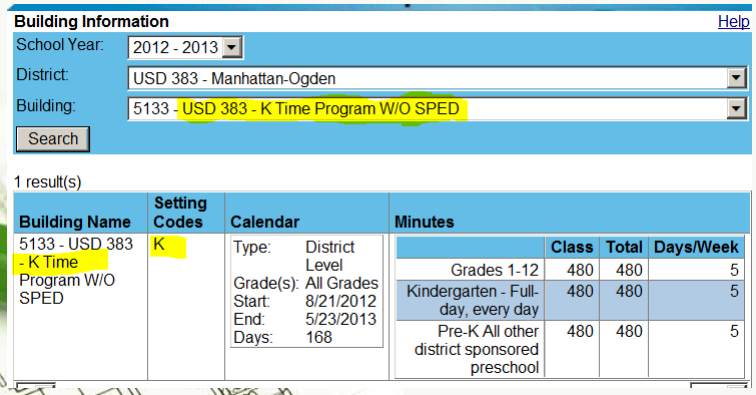
K – Time Explanations

What locations does this building #5133 represent? For example:

- : • Day care / child facility



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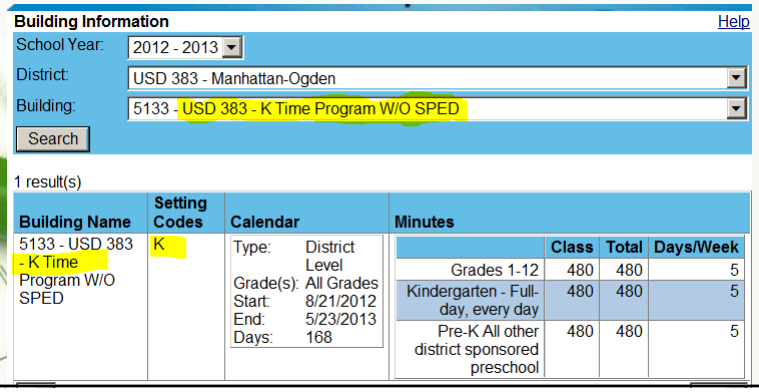
K – Time Explanations

What locations does this building #5133 **not** represent?

Preschool class
Kindergarten classrooms
School buildings
Community based preschools
Student's home / residence
Special education programs "R", "W"



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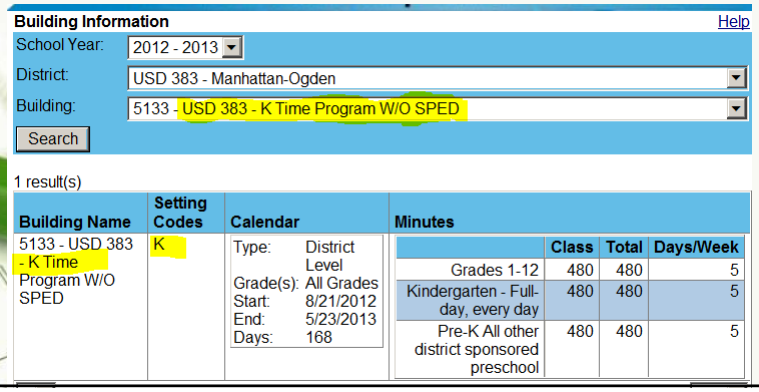
K – Time Explanations

- What settings besides K are possible service settings in this building #5133?

None – K is the only setting



Building Information — Help

School Year: 2012 - 2013
District: USD 383 - Manhattan-Ogden
Building: 5133 - USD 383 - K Time Program W/O SPED
Search

1 result(s)

Building Name	Setting Codes	Calendar	Minutes
5133 - USD 383 - K Time Program W/O SPED	K	Type: District Level Grade(s): All Grades Start: 8/21/2012 End: 5/23/2013 Days: 168	

	Class	Total	Days/Week
Grades 1-12	480	480	5
Kindergarten - Full-day, every day	480	480	5
Pre-K All other district sponsored preschool	480	480	5

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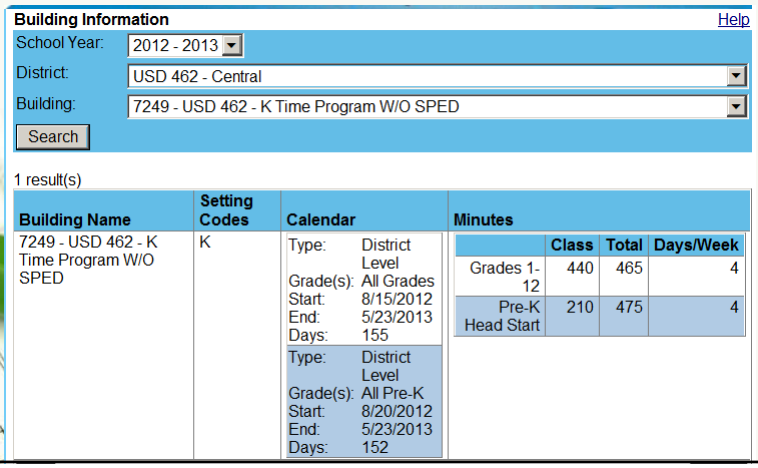
K – Time Explanations

- How can this program schedule be improved?

Session should be 480 Preschool Program type is not “All other”
Days should be 5, KG is missing,
Should have only 1 calendar



Building Information — Help

School Year: 2012 - 2013
District: USD 462 - Central
Building: 7249 - USD 462 - K Time Program W/O SPED
Search

1 result(s)

Building Name	Setting Codes	Calendar	Minutes
7249 - USD 462 - K Time Program W/O SPED	K	Type: District Level Grade(s): All Grades Start: 8/15/2012 End: 5/23/2013 Days: 155 Type: District Level Grade(s): All Pre-K Start: 8/20/2012 End: 5/23/2013 Days: 152	

	Class	Total	Days/Week
Grades 1-12	440	465	4
Pre-K Head Start	210	475	4

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K – Time Explanations

What 2 settings tell you the class or program has K time by default?

B – Early childhood locations

C – Regular Education Classrooms in Elementary schools

0911 - Fort Scott Preschool Center	B, F, K, T, X	Type: District Level Grade(s): All Grades Start: 8/21/2012 End: 5/24/2013 Days: 177	

	Class	Total	Days/Week
Grades 1-12	300	435	5
Pre-K Head Start	150	435	5
Pre-K 4 year old at risk	150	435	5

0779 - Overland Trail Elementary	C, G, K, T, X	Type: District Level Grade(s): All Grades Start: 8/16/2012 End: 5/30/2013 Days: 178	

	Class	Total	Days/Week
Grades 1-12	395	425	5
Kindergarten - Full-day, every day	395	425	5

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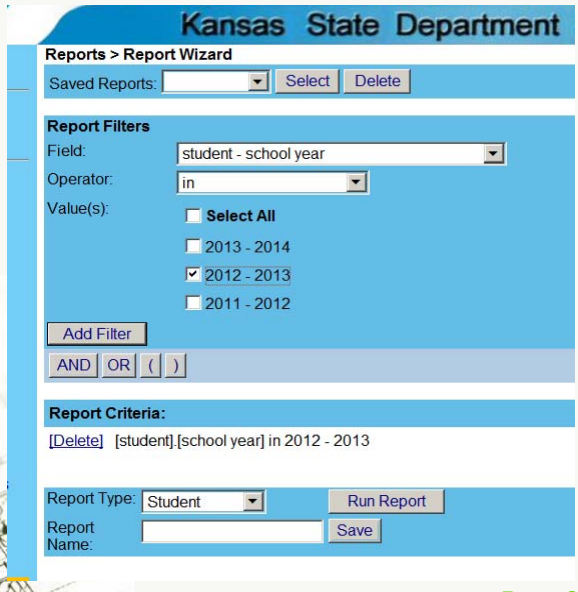
Report Tips

To get all students for the current school year, use the report Wizard and select the current school year as the only criteria.

Use Excel to sort and filter to get the desired subset of information.

Additional data fields will be added in the next application upgrade.



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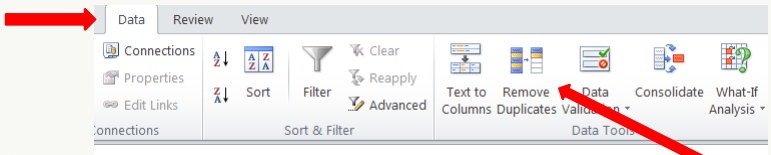
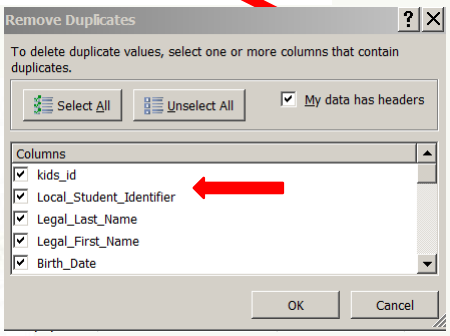
Report Tips

If duplicate records are found in the Excel report they can be removed using the tool on the Data tab



Select the criteria for determining the duplicate removal



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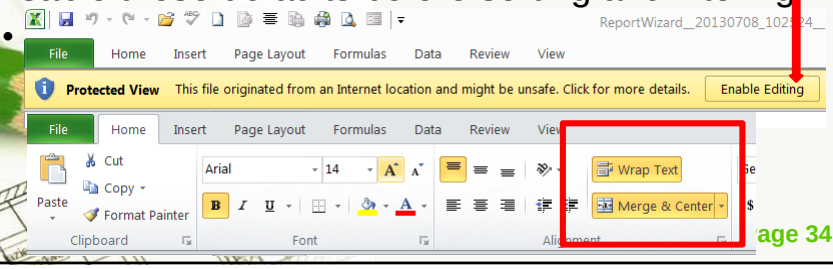
Reports Tips

- Sorting and filtering
  - Excel files have default safety features the prevent accidental corruption of the spreadsheet data
  - A protected view banner
- Recommendation
  - Disable these defaults before sorting and filtering



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New Requirements

New Basis of Exit Status

Code "S" – services cease due to suspension or expulsion

What students can use this code?

Gifted only, - Eligibility / funding code 4

When can the code be used?

When a gifted only student is subject to a suspension or expulsion and services are no longer provided.

Are there additional data requirements?

No, the same rules for reporting exits apply. Exit date and service end date are equal, mark gap in service when student returns, etc.

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KIDS Records

- To report a student on an IEP, there has to be an association of the student to the organization. This association is made in the KIDS Collection system.
  - What does it look like?
    - » Association is made with the ID, district / buildings and School Year
    - » Item is orange populate the student record in KAN_Service

Student ID	Last Name	First Name	Middle Name	Generation	Gender	Birth Date	Grade Level	District	Acct School	School Year
8182756073	Frazier	Brandon	M.		Male	06/06/2008	Kindergarten	D0101	0111	2014
1731549164	Frazier	Brandi	M.		Female	06/06/2008	Kindergarten	D0101	0111	2014
8182756073	Fraser	Brandon			Male	08/06/2006	Kindergarten	D0101	0111	2014

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KIDS Records

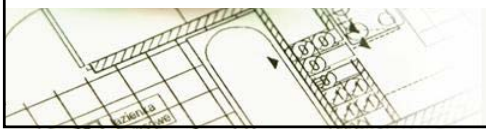
- What does no record submitted it look like?
  - – You see no data in the rows under each column

  Where do you find these records?

  In KIDS Collection system – student history – by school year.

Student History

	Record Type	Accountability School ID	Residence District ID	Last Name	First Name	Middle Name	Generation Code	Gender	Date of Birth	Grade Level	Local Student ID



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KIDS Records

- Term AYP school has changed
  - – New term

    - Accountability School ID

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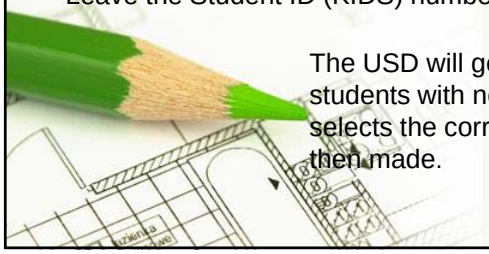
Parochial School KIDS Records by USD

- When a private school won't cooperate and send the public school building as the funding or attendance school on a KIDS Collection record, we offer the following as a solution to your local KIDS administrator
- Public school should send a KIDS ASGT record type
- Put the private school building as the AYP,
- USD building as the funding,
- The appropriate attendance building,
- Report all remaining required KIDS data, but:
- Leave the Student ID (KIDS) number blank.



The USD will get back from the system a list of students with near matches. The USD then selects the correct student and the association is then made.

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Application Upgrade
Summer 2013

- Improvements to sync with KIDS functions
- Improvements to year to year data rollover
  - When a building closes for the new year.
- Improvements to IEP and Evaluation due date reports
  - MIS clerk request, target dates are now optional

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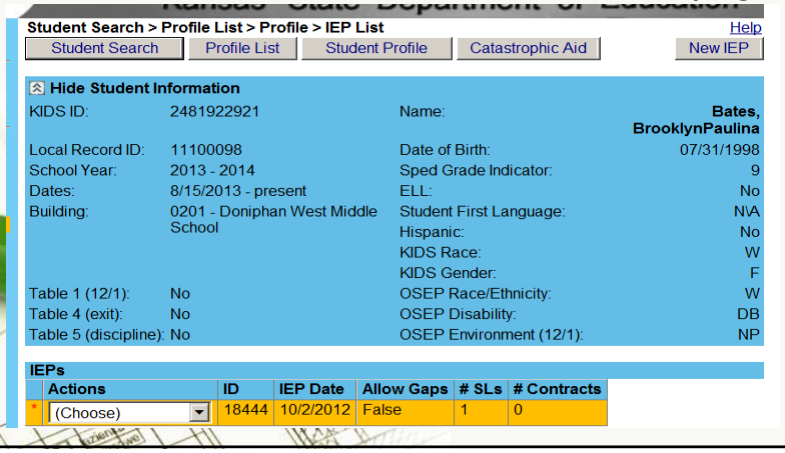
Application Upgrade
Summer 2013

- Added navigation buttons on student records
  - For easier movement between pages



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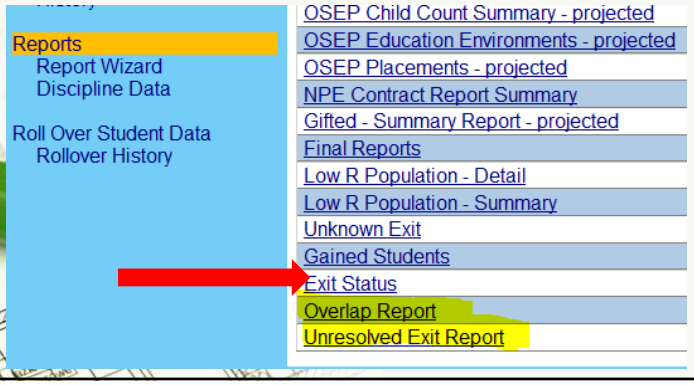
Application Upgrade
Summer 2013

- New Reports added to assist with resolving overlapping students and unresolved exits



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Application Upgrade
Summer 2013

- New Report document added to assist with resolving overlapping students

LEA / ORG	USD / ORG	Last name	first name	DOB	KIDS ID	Verification code(s)	status	exit date	agency start	overlap starts	overlap ends
example											
D0700	D0273	John	Doe	10/18/2003	4561237895	0123, 0124	E		9/15/2013	9/15/2013	10/1/2013
D0501	D0501	John	Doe	10/18/2003	4561237895	0123, 0124	T	10/1/2013	8/18/2013	9/15/2013	10/1/2013
D0229	D0229	Susie	Smith	2/20/2010	9879633698	0085	C		8/16/2013	8/21/2013	3/16/2014
D0610	D0309	Susie	Smith	2/20/2010	9879633698	0085	E		8/21/2013	8/21/2013	3/16/2014

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Application Upgrade
Summer 2013

- New Report added to assist with unreported exits

LEA / ORG	USD / ORG	Last name	first name	DOB	KIDS ID	Latest service end date	Status code	subsequent organization
example								
D0610	D0309	Jones	Tom	5/22/1999	5566118833	5/25/2013	C	
D0233	D0233	Wilson	Bill	8/8/2000	1599511591	6/1/2013	N	D0501

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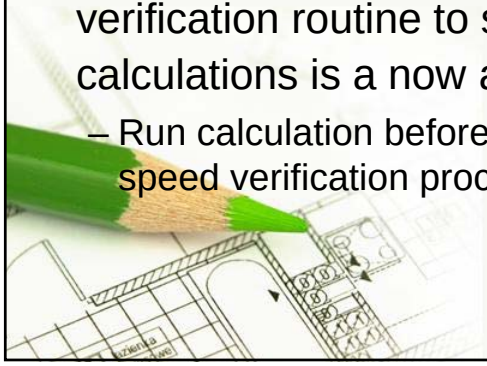
Application Upgrade
Summer 2013

- Improvements to Indicator 12
- Improvements to roster reports
  - Returns active students only, regardless of date selected.
- Additional data fields added to Final OSEP reports.

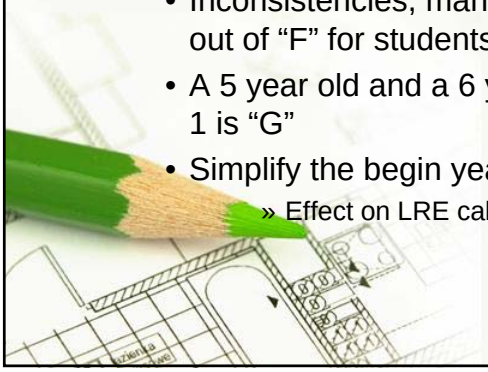
Application Upgrade
Summer 2013

- Removed 54 verifications
- Fixed the logic for 11 verifications
- Removed calculation process from verification routine to speed up process. Run calculations is a now a separate process.
  - Run calculation before verification checks, to speed verification process.



Future Requirements

- Consolidation of reporting all pullout locations to a single setting code of "G"
  - Ramification – remove the "F" code
  - Why?
    - Inconsistencies, many clerks report preschool pull out of "F" for students grades KG and higher
    - A 5 year old and a 6 year sit side by side, 1 is "F", 1 is "G"
    - Simplify the begin year set up for the MIS clerks
      - » Effect on LRE calculation - none



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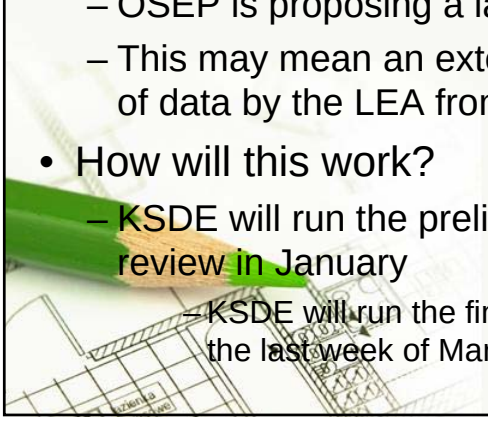
On the Horizon Changes

- Extension of the December 1 collection window
  - OSEP is proposing a later due date in April
  - This may mean an extension of the finalization of data by the LEA from February 28
- How will this work?
  - KSDE will run the preliminary child count for LEA review in January
    - KSDE will run the final report and lock the data in the last week of March



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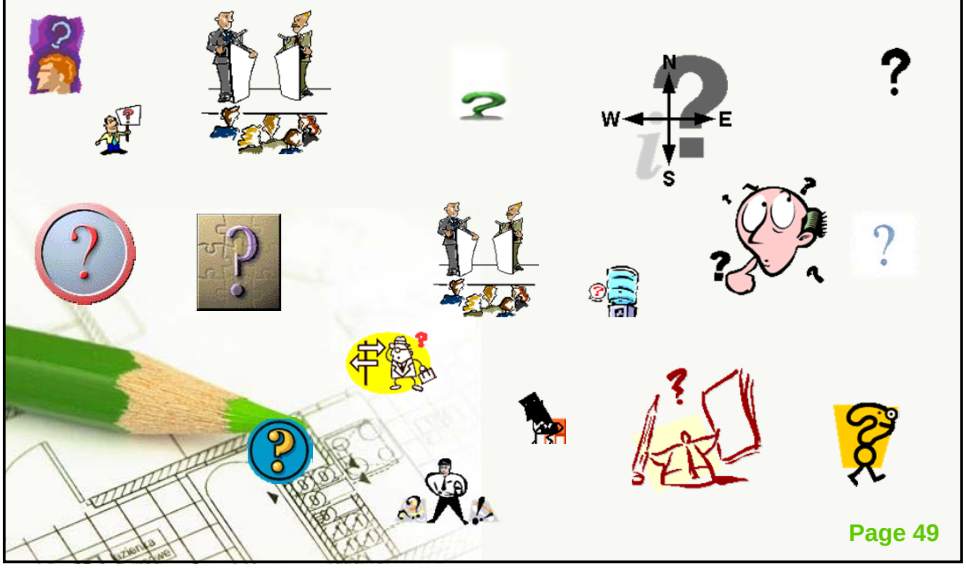
Questions ?



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Reporting Full Time Interpreter, Attendant Care and Nursing Services
Accounting Services Delivered Simultaneously for a Full School Day

1). Interpreter Services Homer has an interpreter with him during the entire school day
Jefferson Elementary has 400 minutes of class time, 180 day school calendar

Special Education: 30 minutes of speech in resource room 3 times a week, every week
40 minutes with the hearing impaired teacher every day in resource room
50 minutes of PT once month #

Service	Monday	Tuesday	Wednesday	Thursday	Friday
Speech – pull out	30		30		30
SPED – pull out	40	40	40	40	40
PT – pull out / once a month #					50 #
Remaining – Reg Ed	330	360	330	360	330
Reg Ed, Opposite week					280

Pull out services are itemized, the remainder of the school day is allocated to the regular classroom setting.

MIS data entry

	Service	Setting	Min	Days / week	Total days	Start	End	Building	Frequency
Line 1	SE	G	30	3	108	8/14/2013	5/21/2014	4589	1
Line 2	IN	G	30	3	108	8/14/2013	5/21/2014	4589	1
Line 3	SE	G	40	5	180	8/14/2013	5/21/2014	4589	1
Line 4	IN	G	40	5	180	8/14/2013	5/21/2014	4589	1
Line 5	IN	C	330	2	72	8/14/2013	5/21/2014	4589	1
Line 6	IN	C	360	2	72	8/14/2013	5/21/2014	4589	1
Line 7 #	PT	G	50 #	1	9	8/14/2013	5/21/2014	4589	4
Line 8 #	IN	G	50 #	1	9	8/14/2013	5/21/2014	4589	4
Line 9 #	IN	C	280	1	9	8/14/2013	5/21/2014	4589	4
Line 10 #	IN	C	330	1	27	8/14/2013	5/21/2014	4589	19

2). AC service- Moe has an Attendant Care Provider with him during the entire school day
Ferguson Jr. High has 400 minutes of class time and a 25 minute lunch period, 180 day school calendar

Special Education: 50 minutes of LD service, 3 times a week in the resource room
30 minutes of OT service 1 day in resource room every other week *
60 minutes of inclusion para support everyday in the regular classroom

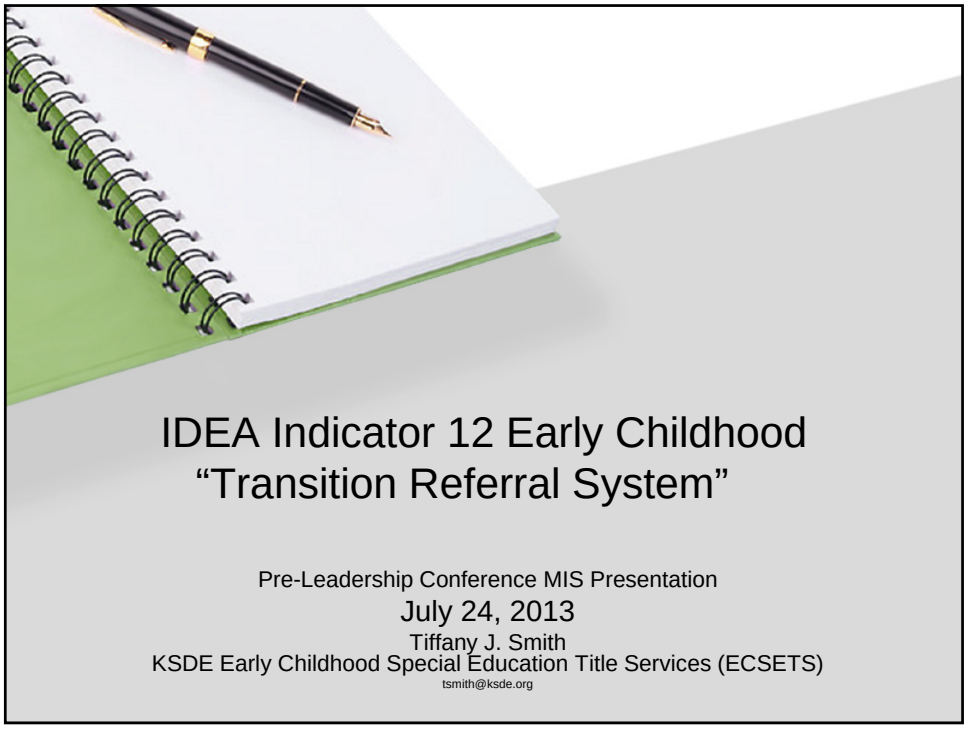
service	Monday	Tuesday	Wednesday	Thursday	Friday
SE – pull out	50		50		50
OT – pull out *					30 *
SE - inclusion	60	60	60	60	60
Remaining – Reg Ed	350	400	350	400	350
Reg Ed, Opposite week					320

Note: Inclusion time is not subtracted from amount of time the student spends in regular class

MIS data entry

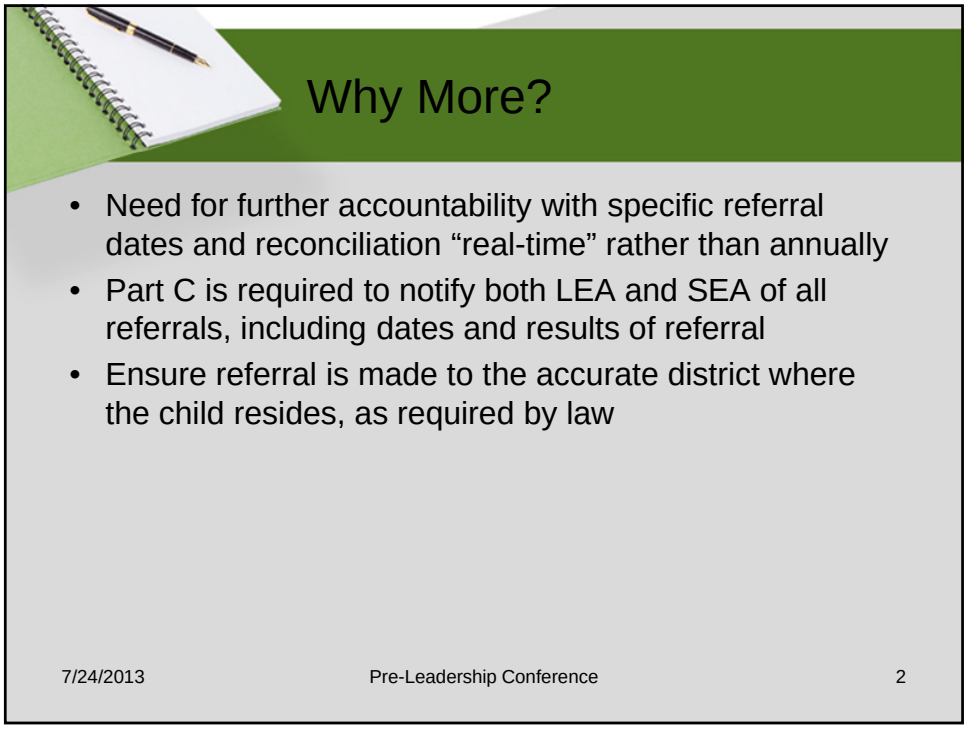
	Service	Setting	Min	Days / week	Total days	Start	End	Building	Frequency
Line 1	SE	G	50	3	108	8/14/2013	5/21/2014	2103	1
Line 2	AC	G	50	3	108	8/14/2013	5/21/2014	2103	1
Line 3	SE	C	60	5	180	8/14/2013	5/21/2014	2103	1
Line 4 *	OT	G	30	1	18	8/14/2013	5/21/2014	2103	2
Line 5 *	AC	G	30	1	18	8/14/2013	5/21/2014	2103	2
Line 6	AC	C	350	2	72	8/14/2013	5/21/2014	2103	1
Line 7	AC	C	400	2	72	8/14/2013	5/21/2014	2103	1
Line 8 *	AC	C	350	1	18	8/14/2013	5/21/2014	2103	2
Line 9 *	AC	C	320	1	18	8/14/2013	5/21/2014	2103	2

AC, IN, SH & NU services are mirrored for pullout and the remainder of the day is allocated to regular class



IDEA Indicator 12 Early Childhood "Transition Referral System"

Pre-Leadership Conference MIS Presentation
July 24, 2013
Tiffany J. Smith
KSDE Early Childhood Special Education Title Services (ECSETS)
tsmith@ksde.org



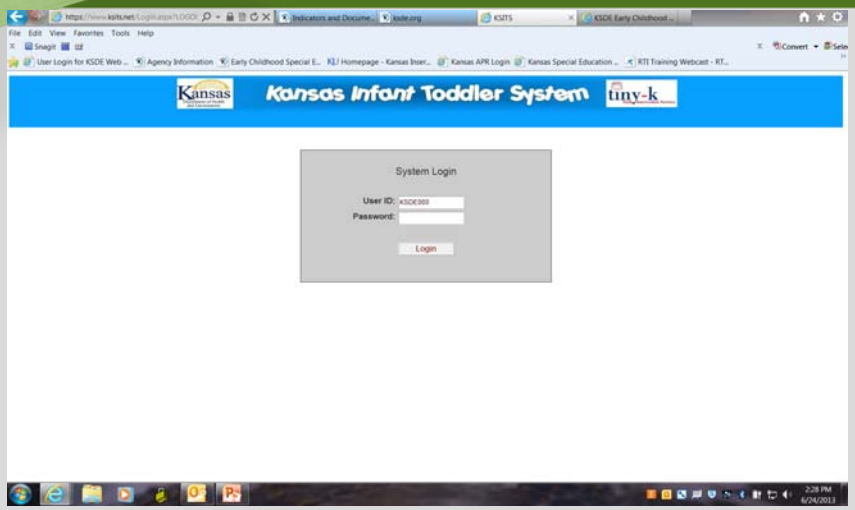
Why More?

- Need for further accountability with specific referral dates and reconciliation "real-time" rather than annually
- Part C is required to notify both LEA and SEA of all referrals, including dates and results of referral
- Ensure referral is made to the accurate district where the child resides, as required by law

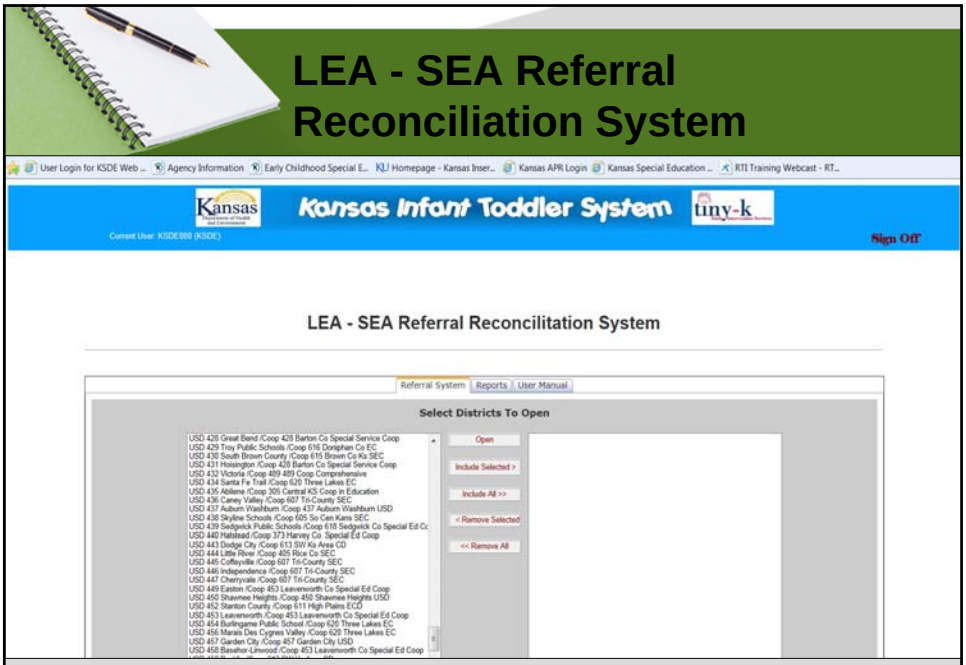
Accessing New Kansas IDEA EC Transition Referral System

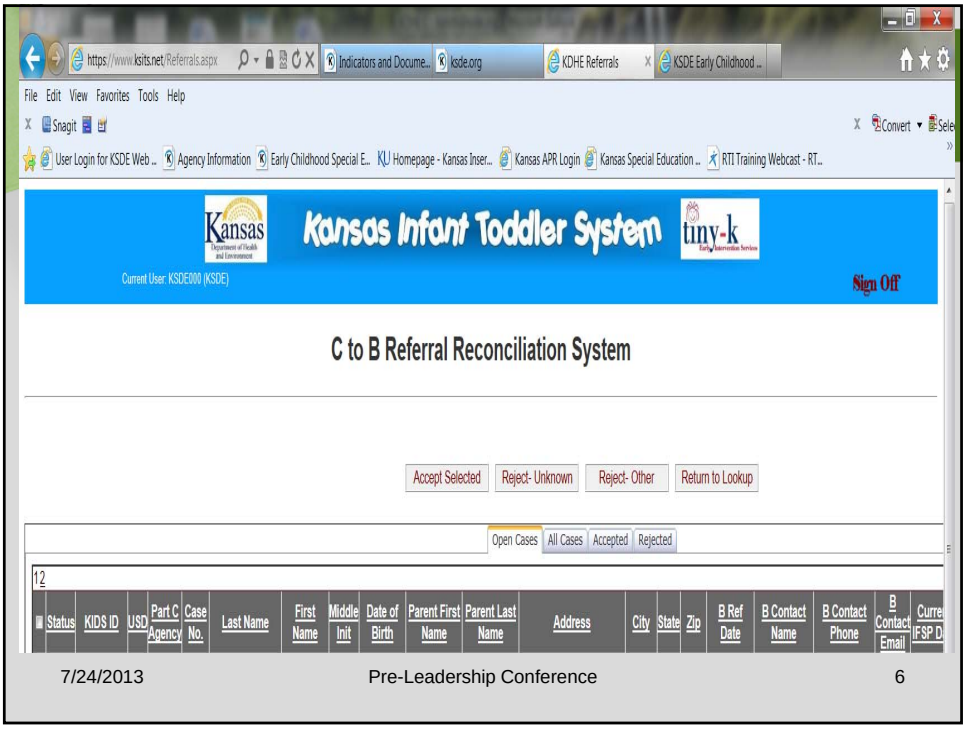
- Identify and designate staff who will be responsible to updated transition referral system with KDHE.
- Send information to Beccy Strohm bstrohm@ksde.org and include: position title, first and last name, USD #'s, Special Education Coop (if appropriate), phone number and email address.
- KSDE will notify KDHE those school personnel who will have access and staff will set up account with password information.

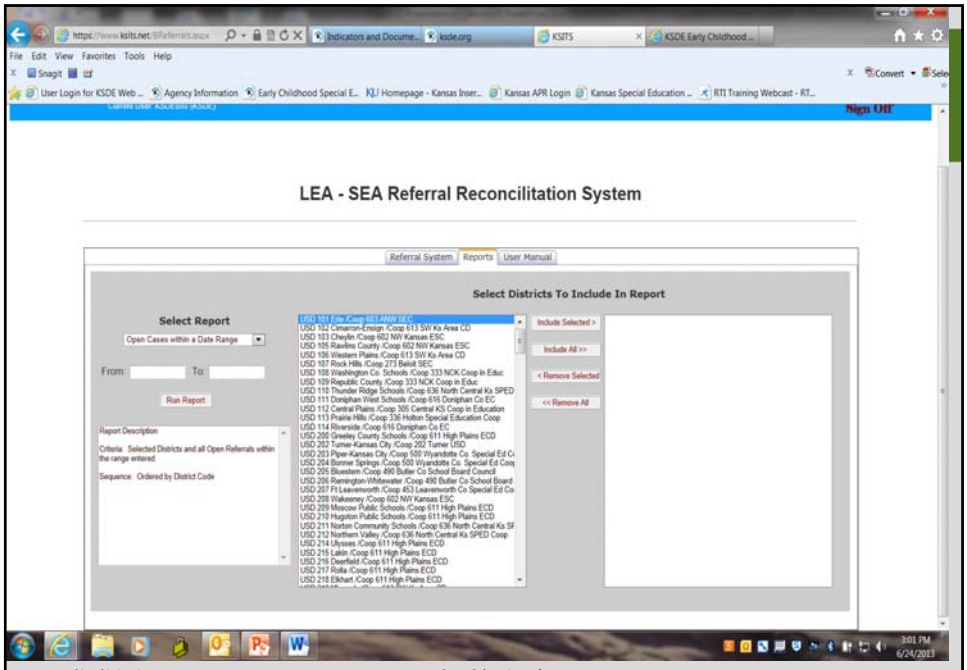
Transition Referral System



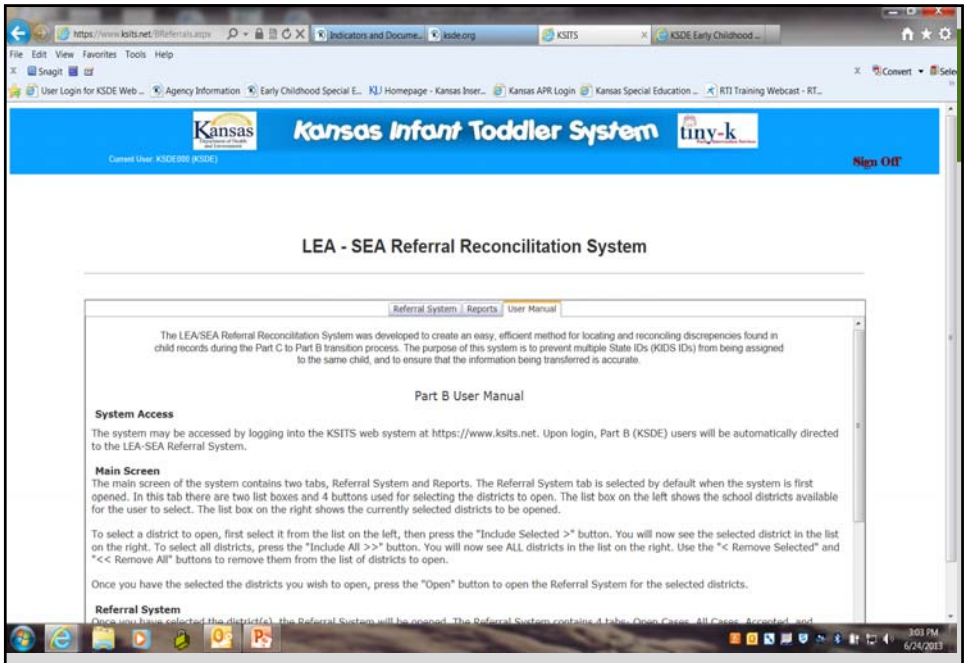
LEA - SEA Referral Reconciliation System







7/24/2013 Pre-Leadership Conference 7


Kansas Infant Toddler System
tiny-k
Sign Off
LEA - SEA Referral Reconcilitation System
Referral System
Reports
User Manual
The LEA/SEA Referral Reconcilitation System was developed to create an easy, efficient method for locating and reconciling discrepencies found in child records during the Part C to Part B transition process. The purpose of this system is to prevent multiple State IDs (KIDS IDs) from being assigned to the same child, and to ensure that the information being transferred is accurate.
Part B User Manual
System Access
The system may be accessed by logging into the KSITS web system at https://www.ksits.net. Upon login, Part B (KSDE) users will be automatically directed to the LEA-SEA Referral System.
Main Screen
The main screen of the system contains two tabs, Referral System and Reports. The Referral System tab is selected by default when the system is first opened. In this tab there are two list boxes and 4 buttons used for selecting the districts to open. The list box on the left shows the school districts available for the user to select. The list box on the right shows the currently selected districts to be opened.
To select a district to open, first select it from the list on the left, then press the "Include Selected >" button. You will now see the selected district in the list on the right. To select all districts, press the "Include All >>" button. You will now see ALL districts in the list on the right. Use the "< Remove Selected" and "<< Remove All" buttons to remove them from the list of districts to open.
Once you have the selected the districts you wish to open, press the "Open" button to open the Referral System for the selected districts.
Referral System

7/24/2013 Pre-Leadership Conference 8

Kansas state department of Education
Leadership and support for student learning
Early Childhood, Special Education, and Title Services
120 SE 10th Avenue, Topeka, Kansas 66612-1182 ★ Toll Free 800-203-9462 ★ www.ksde.org
Early Childhood Services: Phone 785-296-6602 ★ FAX 785-296-6715
Special Education Services: Phone 785-291-3097 ★ FAX 785-296-6715
Title Services: Phone 785-296-3069 ★ FAX 785-296-5867

Date: May 6, 2013

To: Special Education Directors/Early Childhood Coordinators/Early Childhood Transition Coordinators

From: Tiffany Smith

Re: Accessing New Kansas IDEA Early Childhood Transition Referral System for State Performance Plan (SPP) Indicator 12

States must *have in place policies and procedures to ensure a smooth transition for toddlers receiving early intervention services under Part C to preschool or other appropriate services, or exiting the program for infants and toddlers with disabilities.* (Part C regulation §303.209(a)(1)(i) and (ii)). To meet this regulation, the Office of Special Education Programs requires transition referral data reported from KDHE Part C Infant-Toddler Programs and KSDE Part B 619 be mutually agreed and approved by both agencies. In addition, the recent promulgation of regulations for IDEA Part C includes a requirement that the SEA be *notified of all referrals to the appropriate district* (§303.209(b)). To improve the accuracy of data reported by both KDHE and KSDE, a new reporting method outlined in this memo is being established to meet these regulatory requirements and assist the state in the goal of promoting collaborative, timely, and effective transition practices for children transitioning from Part C to Part B early childhood special education services.

A real-time web-based application for the collection of early childhood transition referral data has been created and will be referred to as the "Transition Referral System." The Transition Referral System will contain specific referral dates for children transitioning from Part C *tiny-k* programs to LEA's and/or Special Education Cooperatives. The data provided by the local *tiny-k* programs for this system will include all elements of a required referral (child's name, parent(s) name(s), address, and contact information). Districts will mark each referral as either accepted (the child resides in their district) or rejected (the child does not reside in their district), and be able to print out or save listings of accepted or rejected referrals.

Tiny-k programs will be instructed to continue their current practice of contacting the district by phone or email for referrals. The electronic reporting element is an addition to assist with monitoring and will also ensure the referral to the appropriate responsible LEA and SEA. The Transition Referral System will allow for confirmation of the accuracy of referral dates reported by both *tiny-k* and local Part B programs and will assist with the verification of required timelines for compliance. Processes established in connection with the reporting will assist local *tiny-k* programs, LEAs and the SEA in resolving any rejected referrals in a timely manner. Please note the new Transition Referral System does NOT eliminate the current data collection by KSDE for Indicator 12. KSDE will also continue the current process to capture other required data elements for the Part B indicator 12 collection.

Kansas state department of Education

Early Childhood, Special Education, and Title Services

120 SE 10th Avenue, Topeka, Kansas 66612-1182 ★ Toll Free 800-203-9462 ★ www.ksde.org

Early Childhood Services: Phone 785-296-6602 ★ FAX 785-296-6715
Special Education Services: Phone 785-291-3097 ★ FAX 785-296-6715
Title Services: Phone 785-296-3069 ★ FAX 785-296-5867

Access to the Transition Referral System requires prior approval from KSDE and password authentication for entry. This ensures personally-identifiable data in the system is secure and confidential. To enter data and accept referrals from local *tiny-k* programs, districts must designate staff members who they would like to have access to the system.

Please use the attached excel sheet to identify responsible staff by position title, first and last name, USD number(s), Special Education Coop (if appropriate), phone number, and email address and send to Becky Strohm at bstrohm@ksde.org by June 30, 2013. These individuals will have access to the early childhood Transition Referral System when it becomes operational (on or before August 1, 2013. You will also need to update your list with KSDE as you identify new staff who need to have access to the system and as staff leave or change.

Further information and a User's Manual for the new Transition Referral System will be made available at the leadership conference in July. Also, please keep your superintendent(s) informed of this process so they will be aware of the information being collected by KSDE.

For further clarification or questions, please contact Tiffany Smith at tsmith@ksde.org or 785-296-1944

Thank you for your assistance.

The LEA/SEA Referral Reconciliation System was developed to create an easy, efficient method for locating and reconciling discrepancies found in child records during the Part C to Part B transition process. The purpose of this system is to prevent multiple State IDs (KIDS IDs) from being assigned to the same child, and to ensure that the information being transferred is accurate.

Part B User Manual

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The system may be accessed by logging into the KSITS web system at https://www.ksits.net. Upon login, Part B (KSDE) users will be automatically directed to the LEA-SEA Referral System.

Main Screen

The main screen of the system contains two tabs, Referral System and Reports. The Referral System tab is selected by default when the system is first opened. In this tab there are two list boxes and 4 buttons used for selecting the districts to open. The list box on the left shows the school districts available for the user to select. The list box on the right shows the currently selected districts to be opened.

To select a district to open, first select it from the list on the left, then press the "Include Selected >" button. You will now see the selected district in the list on the right. To select all districts, press the "Include All >>" button. You will now see ALL districts in the list on the right. Use the "< Remove Selected" and "<< Remove All" buttons to remove them from the list of districts to open.

Once you have the selected the districts you wish to open, press the "Open" button to open the Referral System for the selected districts.

Referral System

Once you have selected the district(s), the Referral System will be opened. The Referral System contains 4 tabs- Open Cases, All Cases, Accepted, and Rejected.

The Open Cases tab is selected by default when the system is opened. The grid is filled with cases which have been referred to Part B and have not yet been accepted or rejected by your agency.

Cases may be accepted, rejected as unknown, or rejected for other reason by marking the checkbox for each case and then pressing the appropriate button at the top of the screen. All cases may be selected by marking the checkbox at the top of the grid.

Cases Rejected for Other reason require a reason to be selected. When this option is selected, a screen will appear with a list of the cases selected and a drop down list to select the reason for rejecting.

Use the tabs to view all cases, only cases which have been accepted, or cases that have been rejected. When viewing these tabs, an additional option to reopen cases is available.

The Return to Lookup button will close the Referral System and return the user to the main screen.

Reports

The Reports tab on the main screen allows users to run reports by district and within a specified date range. Users may select to run the report for All cases, Open cases, Accepted cases, or Rejected cases. Districts are selected in the same manner as mentioned for the referral system. Reports will only show cases for the districts shown in the list box on the right.

Once the districts have been selected, choose the desired report from the drop down list, then enter the date range the report should include referrals for. Press the Run Report button to create the report. The report will then open in a new window for viewing and may be downloaded as a PDF, XLS, HTML, or RTF file for future use or printing.

Contact Information

- Contact Beccy Strohm bstrohm@ksde.org for form needed to submit information for access
- Other questions? Contact Tiffany Smith tsmith@ksde.org or 785-296-1944

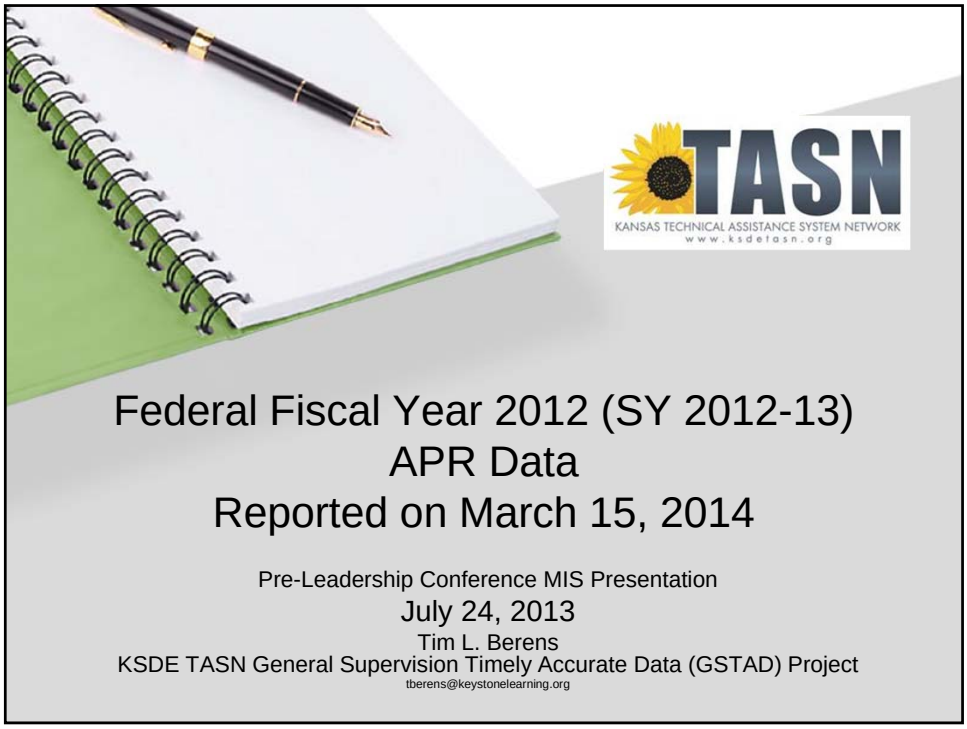
- Indicator 12 information:

http://www.ksde.org/Default.aspx?tabid=2291#Ind12

- Early Childhood Special Education Contacts for both Part C and Part B:

http://www.ksde.org/Default.aspx?tabid=4745

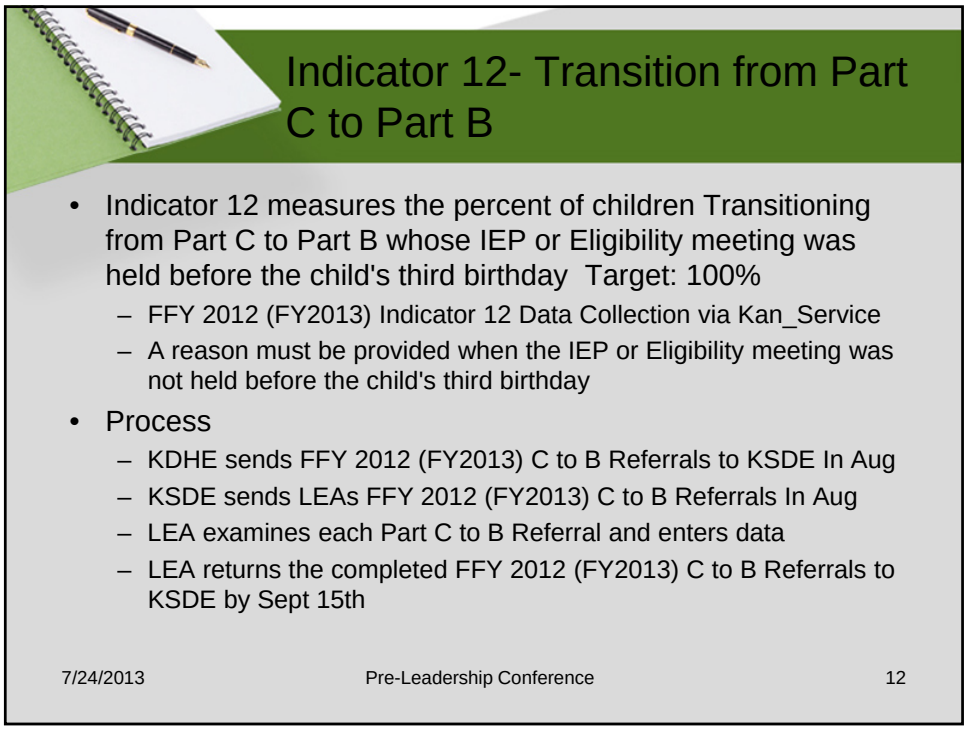
Additional Questions?



Federal Fiscal Year 2012 (SY 2012-13) APR Data Reported on March 15, 2014

Pre-Leadership Conference MIS Presentation
July 24, 2013

Tim L. Berens
KSDE TASN General Supervision Timely Accurate Data (GSTAD) Project
tberens@keystonelearning.org



Indicator 12- Transition from Part C to Part B

- Indicator 12 measures the percent of children Transitioning from Part C to Part B whose IEP or Eligibility meeting was held before the child's third birthday Target: 100%
  - FFY 2012 (FY2013) Indicator 12 Data Collection via Kan_Service
  - A reason must be provided when the IEP or Eligibility meeting was not held before the child's third birthday
- Process
  - KDHE sends FFY 2012 (FY2013) C to B Referrals to KSDE In Aug
  - KSDE sends LEAs FFY 2012 (FY2013) C to B Referrals In Aug
  - LEA examines each Part C to B Referral and enters data
  - LEA returns the completed FFY 2012 (FY2013) C to B Referrals to KSDE by Sept 15th

Indicator 12- Post Data Review Compliance Results Tabulation

Monday, July 11, 2011 1

District Level Indicator 12 Post Data Review Compliance Results Tabulation Business Rules

Referral Result	Condition	Data Entry Result and Reasons*	Indicator 12 Compliance Status
Eligible, IEP Written	If IEP on or before 3rd Birthday	Process ends.	IEP within Timeframe Compliant
	If IEP after 3rd Birthday, select IEP Reason Delayed:	1 Parent refusal to provide consent caused delays in evaluation or initial services.	Federal Exemption Compliant
		2 Parent repeatedly failed or refused to produce the child for the evaluation.	Federal Exemption Compliant
		3 Staff error caused delays in IEP development.	An IEP NOT completed within the Timeline as a result of Staff Error Non-Compliant**
Eligible, IEP Not Written	If Eligibility was Determined but an IEP was NOT Written, select a reason the IEP was Not Written:	1. Parent disappeared or moved between eligibility determination and IEP development.	Subtracted from the Ind 12 Population
		2. Parent refused/revoked consent.	Subtracted from the Ind 12 Population
		3. Staff error caused delays.	An IEP NOT completed within the Timeline as a result of Staff Error Non-Compliant**

Indicator 12- Post Data Review Compliance Results Tabulation

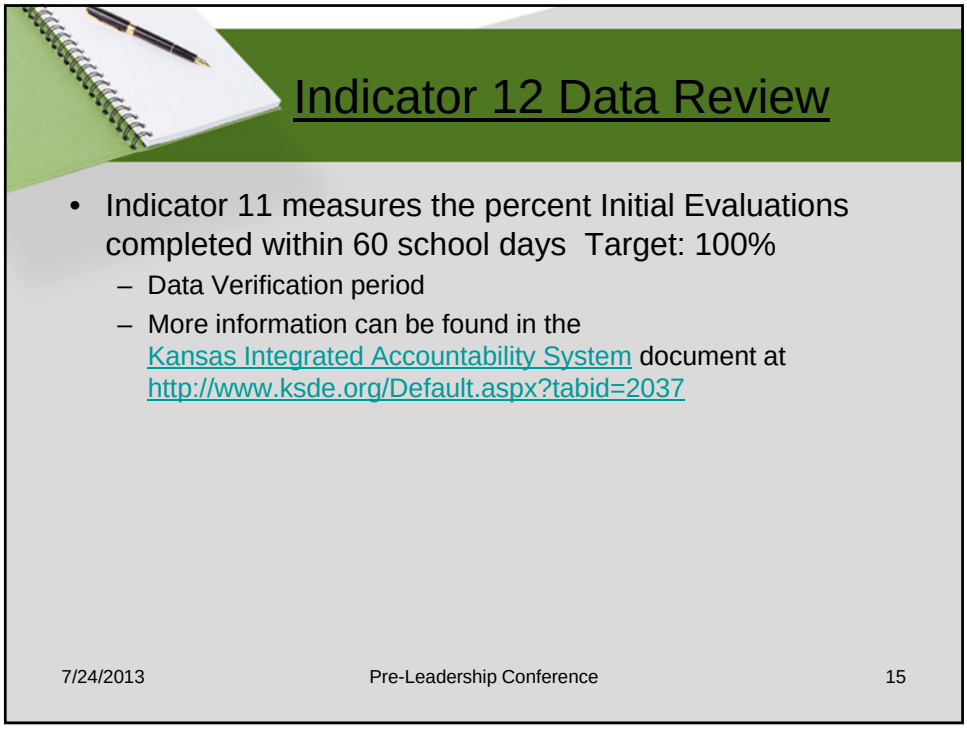
Monday, July 11, 2011 2

District Level Indicator 12 Post Data Review Compliance Results Tabulation Business Rules (Cont.)

Referral Result	Condition	Data Entry Result and Reasons*	Indicator 12 Compliance Status
Not Eligible	If Eligibility Determination on or before 3rd Birthday,	Process ends	IEP within Timeframe Compliant
	If Eligibility Determination after 3rd Birthday, select Reason Delayed:	1. Parent refusal to provide consent caused delays in evaluation.	Federal Exemption Compliant
		2. Parent repeatedly failed or refused to produce the child for the evaluation.	Federal Exemption Compliant
		3. Staff error caused delays.	An IEP NOT completed within the Timeline as a result of Staff Error Non-Compliant**
Eligibility NOT Determined	Reason Eligibility NOT Determined	1. Child moved; or the Parent refused or revoked consent for the evaluation.	Subtracted from the Ind 12 Population **

*When an "Other" Data Entry reason is reported, the evaluation is reclassified into one of the above reasons.
**When used for the Level of Determination, the USD is Substantially Compliant on Indicator 12 when the number of students who are Non-Compliant is < 2.

Full page version on page 70


Indicator 12 Data Review
• Indicator 11 measures the percent Initial Evaluations completed within 60 school days Target: 100%
– Data Verification period
– More information can be found in the Kansas Integrated Accountability System document at http://www.ksde.org/Default.aspx?tabid=2037
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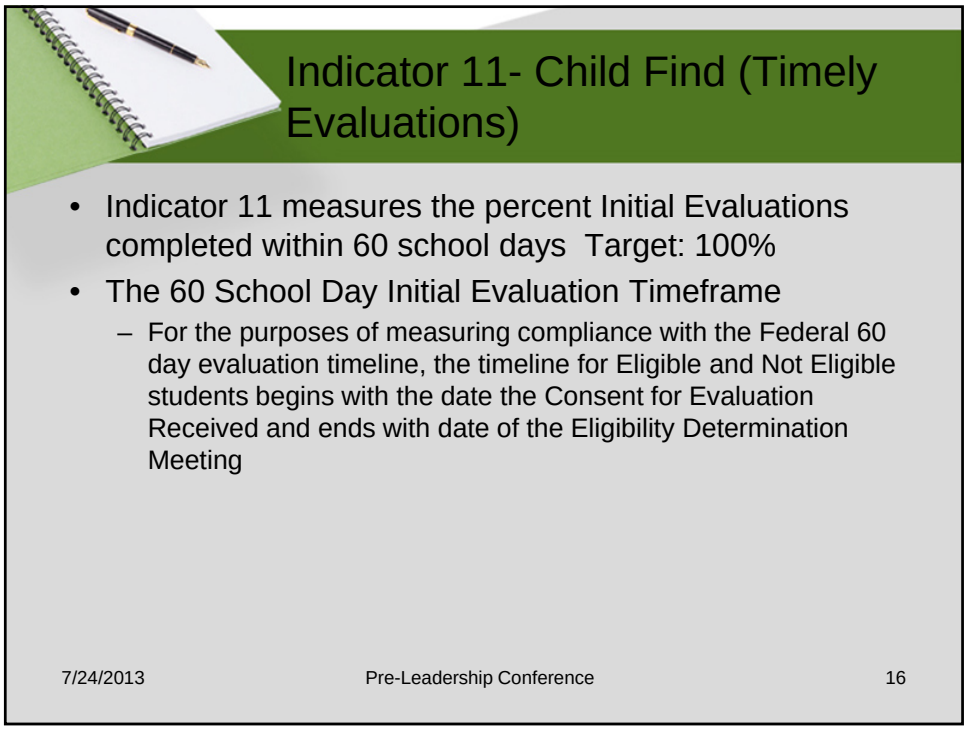
Indicator 11- Child Find (Timely Evaluations)
• Indicator 11 measures the percent Initial Evaluations completed within 60 school days Target: 100%
• The 60 School Day Initial Evaluation Timeframe
– For the purposes of measuring compliance with the Federal 60 day evaluation timeline, the timeline for Eligible and Not Eligible students begins with the date the Consent for Evaluation Received and ends with date of the Eligibility Determination Meeting
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Indicator 11- Child Find (Timely Evaluations)

- Indicator 11 measures the percent Initial Evaluations completed within 60 school days Target: 100%
  - Data Collection Window Opened July 1, 2013
  - Some districts have reported their results
  - Data Collection Window Closes September 15, 2013

Indicator 11- Post Data Review Compliance Results Tabulation

District Level Indicator 11 Post Data Review Compliance Results Tabulation Business Rules

Evaluation Result	Data Entry*	Indicator 11 Disposition
Evaluation Conducted Within 60 School Day Timeline	Process ends.	Initial Evaluations within Timeframe Compliant
Evaluation NOT Conducted Within 60 School Day Timeline	1. The parent of a child repeatedly fails or refuses to produce the child for the evaluation	Federal Exemption from 60 school day Timeframe. Compliant
	2. A child enrolls in a school of another district after the timeframe for initial evaluations has begun and prior to a determination by the child's previous public agency as to whether the child is a child with a disability.	Federal Exemption from 60 school day Timeframe. Compliant
	3. The district has obtained written parental consent to an extension of time.	Federal Exemption from 60 school day Timeframe. Compliant
	4. Staff error caused delays.	Evaluations NOT completed within the Timeline as a result of Staff Error Non-Compliant**

*When an "Other" Data Entry reason is reported, the evaluation is reclassified into one of the above reasons.
**When used for the Level of Determination, the USD is Substantially Compliant on Indicator 11 when the number of students who are Non-Compliant is < 2.

Full page version on page 69

Indicator 11- Child Find (Timely Evaluations)

- Indicator 11 measures the percent Initial Evaluations completed within 60 school days Target: 100%
  - Data Verification period
  - More information can be found in the Kansas Integrated Accountability System document at http://www.ksde.org/Default.aspx?tabid=2037

Indicator 7: Early Childhood Outcomes

- Indicator 7 Verification
  - End of July Memo will ask you to verify:
  - The children who entered an Early Childhood program during FFY 2011 (FY2012) have been entered into the Early Childhood Outcomes Web System (OWS system)
  - The children who exited from Early Childhood during FFY 2011 (FY2012) have been entered into the Early Childhood Outcomes Web System (OWS system)
  - The Kan_Service Indicator 7 Entry and Exit can be used to verify the FFY 2010 (FY2012) Indicator 7 data

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  - The Kan_Service Indicator 7 Entry and Exit can be used to verify the FFY 2010 (FY2012) Indicator 7 data

Indicator 6- EC LRE

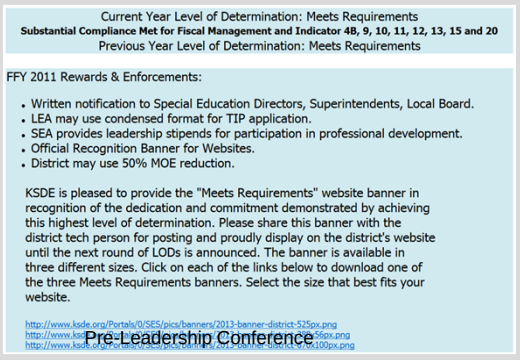
- Baseline- Dec 1, 2011 Education Environments
- Targets- Based on Dec 1, 2011 Educational Environments.
- Measurement Against Targets- Dec 1, 2012 Educational Environments will be used to measure performance against Targets and will appear in the FFY 2012 APR
- K-Time- factors into Indicator 6A
  - LRE for children aged 3 through 5 with IEPs attending a Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program.

Kansas APR Reports

- District Level APR Data available on the Kansas APR Reports website
  - Go to www.ksdetasn.org
  - Click on the Current Kansas APR Reports (Login Required) link on the left side of screen.
  - Login (If you need help, contact Tim Berens at tberens@keystonelearning.org)
  - A guide to the reports and the indicators is available by clicking on the View Guide link at the top of the page

Individual District Reports

- Expanded Report:
  - Performance on all indicators regardless of district size
  - Level of Determination
  - Rewards and Enforcements



Current Year Level of Determination: Meets Requirements
Substantial Compliance Met for Fiscal Management and Indicator 4B, 9, 10, 11, 12, 13, 15 and 20
Previous Year Level of Determination: Meets Requirements

FFY 2011 Rewards & Enforcements:

- Written notification to Special Education Directors, Superintendents, Local Board.
- LEA may use condensed format for TIP application.
- SEA provides leadership stipends for participation in professional development.
- Official Recognition Banner for Websites.
- District may use 50% MOE reduction.

KSDE is pleased to provide the "Meets Requirements" website banner in recognition of the dedication and commitment demonstrated by achieving this highest level of determination. Please share this banner with the district tech person for posting and proudly display on the district's website until the next round of LODs is announced. The banner is available in three different sizes. Click on each of the links below to download one of the three Meets Requirements banners. Select the size that best fits your website.

http://www.ksde.org/Portals/0/SES/pics/banners/2013-banner-district-525px.png
http://www.ksde.org/Portals/0/SES/pics/banners/2013-banner-district-525px.png
http://www.ksde.org/Portals/0/SES/pics/banners/2013-banner-district-100px.png

Individual District Reports

- Progress & Slippage Report:
  - Numerator and Denominator
  - Whether the Target was met
  - Whether Progress or Slippage occurred
- EC Report:
  - Numerator and Denominator
  - Whether the Target was met

Individual District Reports

- Numerator Difference Report:
  - Report the difference between Current Numerator and
  - Projected Numerator for the next year based next year's Target and this year's Denominator
  - Number of students necessary to meet next year's Target

Individual District Reports

- Numerator Difference Report:

Indic. #	Indicator	Measurement	Current Year District Rate	FFY 2012 Statewide Target	Current Year District Denominator	Current Year District Numerator	FFY 2012 Target Numerator	Difference Between Numerator and FFY 2012 Target Numerator	Change in Numerator Needed to Meet FFY 2012 Target Numerator
1	Graduation Rate	Percent of youth with IEPs graduating from high school with a regular diploma.	84.62%	≥80.00%	13	11	11	0	No additional students needed
2	Drop Out Rate	Percent of youth with IEPs dropping out of high school.	0.00%	≤2.44%	50	0	1	1	No additional students needed
3	Statewide Assessment	*Participation and performance of children with disabilities on statewide assessments:*							
3BR	Reading Participation Rate	State participation rate for children with IEPs for Reading	98.04%	≥99.30%	51	50	51	1	More students needed
3BM	Math Participation Rate	State participation rate for children with IEPs for Math	98.04%	≥99.30%	51	50	51	1	More students needed
3CR	Reading Proficiency Rate	State proficiency rate for children with IEPs for Reading	66.00%	≥73.66%	50	33	37	4	More students needed
3CM	Math Proficiency Rate	State proficiency rate for children with IEPs for Math	60.00%	≥68.00%	50	30	34	4	More students needed
5	LRE for Students	Percent of children with IEPs aged 6 through 21 who are:							
5A	Regular Classroom	Inside the regular class 80% or more of the day.	57.78%	≥62.81%	90	52	57	5	More students needed
5B	Separate Classroom	Inside the regular class less than 40% of the day.	14.44%	≤7.39%	90	13	6	7	Fewer students needed
5C	Separate Facilities	Served in public or private separate schools, residential placements, or homebound or hospital placements.	1.11%	≤2.00%	90	1	1	0	No additional students needed

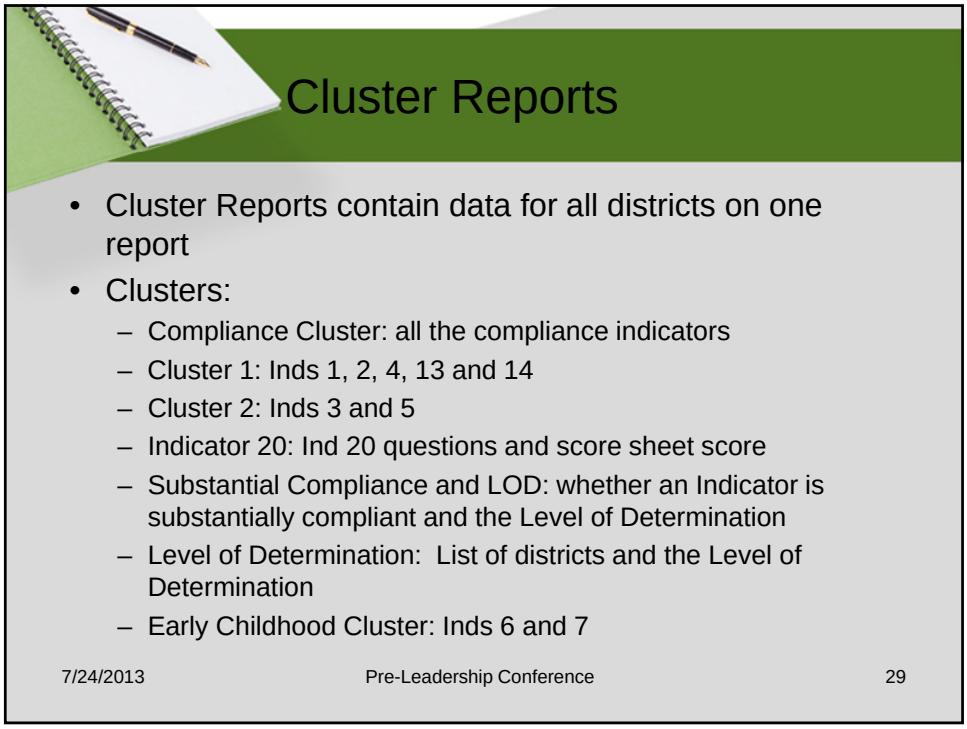
Individual District Reports

- Indicator 20 Report:

Kansas IDEA SPP Indicator 20 District Report
FFY 2011 Data Reported on March 15, 2013

618 Data Collections	December **	June **	KAN-DIS Table-7 IDEA***	618 Sub-Totals
Q1: Did the LEA report all of the required 618 data to KSDE by the submission deadlines?	Yes	Yes	Yes	3
Q2: Did the LEA submit complete data during each phase of the collection windows?	Yes	Yes		2
Q3: Did the LEA address the verifications and discrepancies during each phase of the collection and completely resolve all issues by the close of the collection window?	Yes	Yes		2
Q4: Did the LEA follow instructions by complying with the reporting standards and guidance of support staff?	Yes	Yes		2
SPP / APR Data Collections	**Indicator 11 Child Find**	**Indicator 12 EC Transition**	**Indicator 13 Sec Transition**	**SPP/APR Sub-Total**
Q5: Did the LEA submit complete data by the close of the data submission window?	Yes	Yes	Yes	3
Workshop Attendance	**Admin**	**Data Clerk**		**Workshop Sub-Total**
Q6: Did the LEA Administrator and LEA Data Clerk attend a MIS Workshop?	Yes	Yes		4
Indicator 20 Summary:	Substantially Compliant		Total:	16

* Data from FY 2011 reported in the April 2012 IDEA Expanded Report.
** In accordance with the KSDE Data Dictionary and the specific collection cycles.
*** Suspensions/Expulsions in accordance with the Guidance for Submitting NCLB/IDEA Reports in KAN-DIS 2010-2011.
**** Substantial compliance used in the Spring 2012 Level of Determination. District is **Substantially Compliant** when Total ≥ 15. District is **Not Substantially Compliant** when Total ≤ 14.


Cluster Reports
• Cluster Reports contain data for all districts on one report
• Clusters:
– Compliance Cluster: all the compliance indicators
– Cluster 1: Inds 1, 2, 4, 13 and 14
– Cluster 2: Inds 3 and 5
– Indicator 20: Ind 20 questions and score sheet score
– Substantial Compliance and LOD: whether an Indicator is substantially compliant and the Level of Determination
– Level of Determination: List of districts and the Level of Determination
– Early Childhood Cluster: Inds 6 and 7
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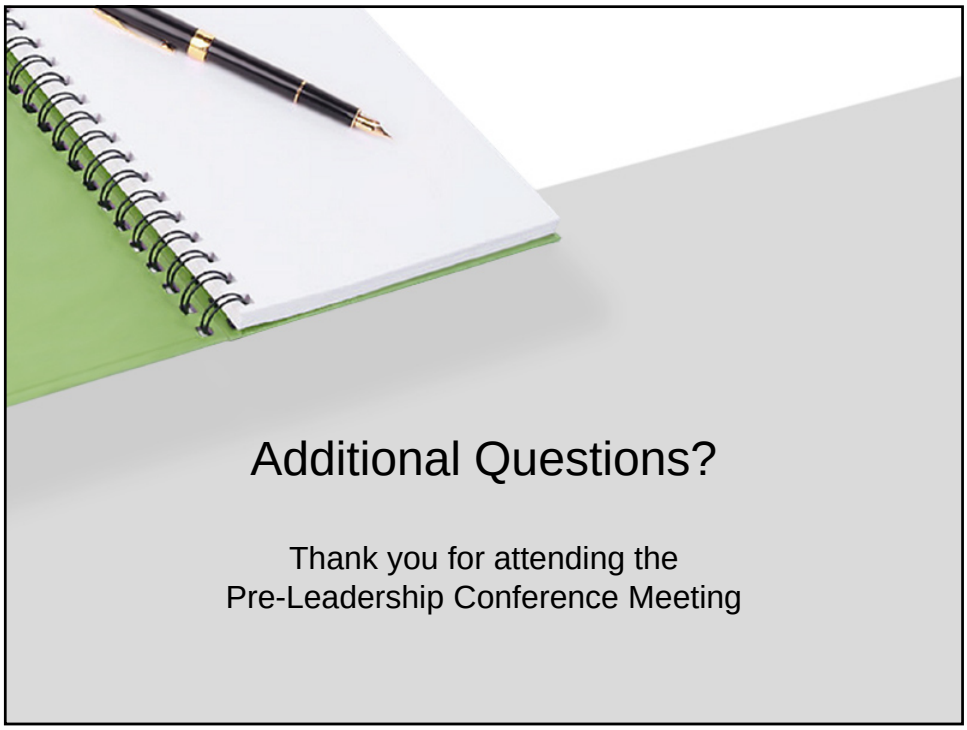
Additional Questions?
Thank you for attending the
Pre-Leadership Conference Meeting

District Level Indicator 11 Post Data Review Compliance Results Tabulation Business Rules		District Level Indicator 12 Compliance Status 1) If Column D = 0, 100% Compliance.** 2) If Column D = 1, Noncompliance demonstrated. 3) If Column D > 1, Noncompliance demonstrated.			
Evaluation Result	Data Entry Result and Reasons*	**Column A: Population of all referrals**	**Column B: Subtracted from the Population of all referrals**	**Column C: Initial Evaluations within Timeline**	**Column D. Evaluations NOT completed within the Timeline as a result of Staff Error (Non-Compliance)**
Evaluation Conducted Within 60 School Day Timeframe	Process ends.	X		X	
Evaluation NOT Conducted Within 60 School Day Timeframe	1. The parent of a child repeatedly fails or refuses to produce the child for the evaluation	X	X		
	2. A child enrolls in a school of another district after the timeframe for initial evaluations has begun and prior to a determination by the child's previous public agency as to whether the child is a child with a disability.	X	X		
	3. The district has obtained written parental consent to an extension of time.	X		X	
	4. Staff error caused delays.	X			**X**

***The "Other" reasons are in the formula as another variable/reason.**
****When used for the Level of Determination: The USD is Substantially Compliant on Indicator 11 when the number of stus in Col D < 2.**
The USD is not Substantially Compliant on Indicator 12 when the number of stus in Col D ≥ 2.

District Level Indicator 12 FY 2011 Data Post Review Compliance Results Tabulation Business Rules			District Level Indicator 12 Compliance Status 1) If Column D = 0, 100% Compliance.** 2) If Column D = 1, Noncompliance demonstrated. 3) If Column D ≥ 1, Noncompliance demonstrated.			
Referral Result	**Condition**	**Data Entry Result and Reasons***	**Column A: Population of all referrals**	**Column B: Referrals Subtracted from the Population**	**Column C: Referrals to Part B on or before 3rd Birthday**	**Column D. Referrals to Part B not completed on or before 3rd Birthday as a result of Staff Error (Non-Compliance)**
Eligible, IEP Written	If IEP on or before 3rd Birthday	Process ends.	X		X	
	If IEP after 3rd Birthday, select IEP Reason Delayed:	1 Parent refusal to provide consent caused delays in evaluation or initial services.	X	X		
		2 Parent repeatedly failed or refused to produce the child for the evaluation.	X	X		
		3 Staff error caused delays in IEP development.	X			X
Eligible, IEP Not Written	If Eligibility was Determined but an IEP was NOT Written, select a reason the IEP was Not Written:	1. Child moved after eligibility determination and before 3rd birthday.	X	X		
		2. Parent refused or revoked consent for services	X	X		
		3. Staff error caused delays.	X			X
Not Eligible	If Eligibility Determination on or before 3rd Birthday,	Process ends	X		X	
	If Eligibility Determination after 3rd Birthday, select Reason Delayed:	1. Parent refusal to provide consent caused delays in evaluation.	X	X		
		2. Parent repeatedly failed or refused to produce the child for the evaluation.	X	X		
		3. Staff error caused delays.	X			X
Eligibility NOT Determined	Reason Eligibility NOT Determined	1. Child moved; or the Parent refused or revoked consent for the evaluation.	X	X		

The "Other" reasons are in the formula as another variable/reason.

****When used for the Level of Determination: The USD is Substantially Compliant on Indicator 12 when the number of stus in Col D < 2. The USD is not Substantially Compliant on Indicator 12 when the number of stus in Col D ≥ 2.**